

SIDEMOOR FIRST SCHOOL AND NURSERY SELF-EVALUATION SUMMARY SHEET

SECTIONS	SUMMARY EVALUATION	
1 INTRODUCTION <i>As a school currently graded Outstanding by Ofsted in 2010 we aim to ensure those standards are maintained and developed to reach our strategic intent to be outstanding across all areas.</i>	<p>"The teachers are welcoming and effective, morale is high and the school is fundamental to the excellent personal and academic development of my children." was just one of the many positive comments we received in recent feedback from parents regarding their experiences with Sidemoor First School.</p> <p>The school's catchment area is varied and has an ACORN geo-demographic ranking of 65. An increasing number of pupils are applying for places in the school from out of catchment with special needs.</p> <p>Children make very good progress in our school</p> <p>We have acted upon the action highlighted in the previous Inspection and continue to drive the school forward</p> <p>Pupil premium- 72 children (27.4% whole school from years R- 4)</p> <p>SEN 50 (15%) of our children (including Nursery) are registered with our SENCO as having Special Educational Needs. Of these: Children with statements: 3 (0.8%), Children at SA+: 29 (8.5%). Children at SA: 18 (5.3%), EAL 7 (3% of children aged 5+)</p>	
2 MAIN AREAS FOR WHOLE SCHOOL DEVELOPMENT	<p>Teaching & Learning</p> <p>Priority 1.1: To further develop a relevant, engaging and inspiring skills-based curriculum to match the requirements of the new NC and the needs and interests of our children, whilst still focussing on the basics.</p> <p>Priority 1.2: To establish a Lesson Study approach for teachers to share and develop good practice.</p> <p>Priority 1.3: To continue to develop a pedagogy that supports personal, learning and thinking skills through dialogue and reasoning using a P4C approach.</p> <p>Achievement & Standards</p> <p>Priority 2.1: To involve children in the planning of a rich and engaging curriculum, with all children making at least good progress.</p> <p>Priority 2.2: To develop Assessment for Learning and pupil voice, with children having greater ownership of learning and responding to effective feedback and peer and self- assessment.</p> <p>Priority 2.3: To develop cross-curricular maths and English opportunities, making learning more meaningful and relevant and providing opportunities to apply skills and to improve boys' writing and girls' maths.</p> <p>Behaviour and safety</p> <p>Priority 3.1: To further improve attendance with rewards for class attendance and a review of Leave of Absence policy.</p> <p>Priority 3.2: To review and improve parking and the arrival and dismissal of children.</p> <p>Priority 3.3: To develop consistency in behaviour management strategies through school rules, zone boards, Team Teach training and nurture provision.</p> <p>Leadership and Management</p> <p>Priority 4.1: To continue to develop the effectiveness of all levels of leadership, including governance with Ofsted training for governors and auditing skills.</p> <p>Priority 4.2: To develop a new Pay and Appraisal Policy in line with regulations for Performance-Related Pay.</p> <p>Priority 4.3: To develop interschool moderation and HT Learning Partners, sharing SEFs, SDPs, RAISE, CPD and Learning Walks in partner schools.</p>	
3 PROGRESS IN PREVIOUS INSPECTION KEY ISSUES	<p>Key Issue</p> <p>Improve overall rates of attendance by:</p> <ul style="list-style-type: none"> • Ensuring all parents clearly understand the importance of regular attendance in securing good and consistent progress for their children; • Devising further strategies to motivate pupils to improve the overall rates of attendance from average to above average. 	<p>Progress</p> <p>2010 (year of last OFSTED)</p> <p>In 2013 attendance was 95% (incl Reception) or 94.8% (not incl Rec)</p> <p>In 2014 attendance is 96.4% for Autumn and Spring terms</p> <p>Weekly class rewards in place, termly individual awards in place, and new policy on Leave of Absence shared with parents.</p>
4 ACHIEVEMENT <i>From their starting points, a large majority of children make higher than expected progress in reading, writing and maths.</i>	<p>Strengths</p> <ul style="list-style-type: none"> • Detailed analysis has improved monitoring and intervention in this area. Pupils tracked and targeted on an individual basis. Effective Pupil Progress meetings with HT and SENCo. • EYFS- The Average Total Point Score was just above the national at 34 (National - 33). In school 39% - 56% girls, 26% boys -(National 49%) of children achieved a 2+ (expected) in ALL areas of learning. (GLD was 39% cf National 52%). Girls' attainment was above national counterparts in most areas. FSM children were only just below at 30.5 APS. 	<p>Areas for Development</p> <ul style="list-style-type: none"> • EYFS: Improving outcomes for boys in writing and maths • To further improve the standards of attainment across the school with a focus on groups of children whose attainment is lower than that of cohort.

	<p>The standards of attainment for almost all groups are in line or above national averages, with many pupils attaining above this. From their starting point, pupils make rapid and sustained progress across the school and learn exceptionally well.</p>	<ul style="list-style-type: none"> • APS are above in all areas at end of KS1 (16.7 c.f. National 15.8). • % achieving 2b+ (88%, 86%, 81%) - significantly above NE - and 3+ (29%, 14%, 28%) in reading, writing and maths at the end of year 2 is broadly in line with or above NE. The school is in the highest quintile for writing in comparison with other schools. • % achieving 3b+ (74.5%, 67.3%, 76.4%) and 4+ (49%, 25%, 31%) in reading, writing and maths at the end of year 4 showing that the majority are on track to make at least expected progress by the end of KS2 but this cohort made significant progress both socially and with behaviour (41.8% FSM, 32.7% SEN). • FSM children in school achieve higher in maths and significantly higher in reading than non FSM children and compared to the FSM Nationally (KS1) and make more progress than non FSM in all areas in lower KS2. 64% FSM children met Y1 Phonics standard (National 57%). • In 2013 the achievement for identified SEN is higher than National data in all areas (using 2013 National figures) • In 2013 the achievement of children from ethnic minority groups is higher than National data in all areas (using 2013 National figures) • Progress is good for all groups within school including SEN Pupils • Progress of children across KS1 (compared to expected progress) (using FSP conversion & w 3points) (8+progress) expected progress Reading 82% Writing 79% Maths 72% (10+) Better than expected Reading 36% Writing 25% Maths 25% (12+) Much better than expected Reading 6% Writing 2% Maths 6% • Making 1 level progress from end of KS1 to Y4 (3 sub levels = 6 NC points) Reading- 93% , Writing- 70% , Maths - 100% • Making 4 sub levels progress from end of KS1 to Y4 (4 sub levels = 8 NC points) Reading - 60% , Writing - 44% , Maths - 60% 	<div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; margin-left: auto; margin-right: auto;">2</div>
<p>5</p>	<p>TEACHING Teaching is consistently very good or better. High expectations permeate throughout the school. Effective use of pupil voice and AFL impact positively upon the quality of learning.</p>	<p>Strengths</p> <ul style="list-style-type: none"> • All Lesson observations are deemed to be at least good, with many outstanding features. No lessons have been deemed to be inadequate in the last three years. • Assessment for Learning is a strength amongst our staff and is being further embedded. • Teachers plan stimulating experiences, as part of the Creative curriculum. • Pupil voice and reasoning and dialogue is a strength with effective School Council, learning partners and Philosophy for Children. • Pupil tracking/assessment is robust. • Third green flag awarded for Eco/sustainability. 	<p>Areas for Development</p> <ul style="list-style-type: none"> • Increase opportunities for pupil voice and further develop independence (2nd year of AFL priority) and Learning Behaviours/Sidemoor Seeds of Success • Begin preparing the new curriculum and update planning in light of new curriculum (lit/maths). • Target groups of children - close the gap with rest of cohort. • Continue to develop and evaluate Lesson Study approach. <div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; margin-left: auto; margin-right: auto;">2</div>
<p>6</p>	<p>BEHAVIOUR AND SAFETY Pupils' attitudes to learning are excellent. Their manners and behaviour are a credit to the school. Children are aware of how to keep themselves safe.</p>	<p>Strengths - Behaviour and Safety</p> <ul style="list-style-type: none"> • Very caring ethos and positive, high quality relationships (98% parents say school is welcoming, that staff treat their child fairly and encourage them to become mature and independent). • Attendance continues to improve - currently standing at 96.4(April 2014) • Positive Feedback from Parent Questionnaire in June 2013 (97% said the school keeps their child safe). Reception questionnaire 100% said the school keeps their child safe and children behave well. • LA Effective Practice Database - Inclusion with FSM and SEN children performing particularly well and making better than expected progress. • Excellent behaviour of the majority of children, polite and happy children (92% parents say 	<p>Areas for Development - Behaviour</p> <ul style="list-style-type: none"> • Further develop and enhance support for vulnerable pupils (nurture) and reduce instances of unacceptable behaviour. • Continue to audit annual Safeguarding Procedures. <div style="border: 1px solid black; width: 150px; height: 30px; text-align: center; margin-left: auto; margin-right: auto;">Safety 1 Behaviour</div>

		<p>their child is happy in school and 100% at Year 4, comments from visits and visitors).</p> <ul style="list-style-type: none"> Safeguarding and Health and Safety Procedures are robust. 	
7	<p>LEADERSHIP/MANAGEMENT <i>All managers, including governors, are ambitious for the pupils. Performance Management strategies are robust. The school strives to engage with all parents for the benefit of pupils. SMSC permeates through all aspects of school life. School curriculum promotes an active love of learning.</i></p>	<p>Strengths</p> <ul style="list-style-type: none"> A relentless focus on school improvement is the driving force behind all strategic decisions. CPD is focussed on SDP priorities and staff need. School Vision and high expectations are shared and promoted by all stakeholders. Strong Leadership Team. Rich skills-based Curriculum in place but always evolving to meet needs of pupils. Deep appreciation of quality of staff, their expertise, experience and dedicated commitment to adding value to each pupil's experience. Cycle of internal and external self evaluation is used to drive school forward and verify own judgements, including joint evaluations with other Headteacher colleagues. LA effective database for transition arrangements between classes and schools. Recognition by ITT University for contribution to teacher training in school. Effective practice sharing to local schools (EYFS/Forest School/Curriculum) Strategic Partner of Burlish Park Teaching School Alliance Partnerships with other schools within the Bromsgrove Pyramid (Outstanding Schools/Early Years/SEN/PE/Year 4 and 5 teachers - transition/ HTs) Effective leadership of safeguarding with clear audits and all training and systems in place. Improved governance with regular learning walks and governors forming independent judgements. HT on LA Curriculum Steering Group and Primary Effective Practice Group. HT supporting HTI Leading Learning Partnership through NPQH placements. 	<p>Areas for Development</p> <ul style="list-style-type: none"> Continue to develop communication through website, email, parental workshops and prospectus. Further develop subject leadership and middle management. Continue to work towards greater parent partnership. Further develop governance through an audit of effectiveness and a resulting action plan. Develop tracking systems to include proportions of children who have made expected and better than expected progress from individual starting points and have clear baseline assessments on entry (based on children's actual age in months) and at Year 1.
8	<p>OVERALL EFFECTIVENESS</p>	<p>School Judgement</p> <p>2 Good with elements of outstanding</p>	<p>Previous Ofsted judgment -</p> <p>Outstanding</p>